

DSAT Charter:

Our commitment to
overcoming barriers for
vulnerable pupils.

2023/2024 academic year.



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DSAT Charter: our commitment to overcoming barriers to success for vulnerable pupils



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Children are at the heart of every decision we make in DSAT. We aspire to deliver only the very best education, care and nurture for every child in our schools. To do this, we know that all adults in every DSAT school need to be highly trained to deliver excellence in teaching and learning, combined with a drive to develop a culture in our classrooms and staffrooms where children thrive.

*“What binds **DSAT**, and what is common across all our schools, is a high standard for progress and aspiration and the view that school should be a happy and safe place where no child should get lost in the averages. A high performing school must deliver for everyone” (Andrew Waldron, CEO).*

This includes our most vulnerable pupils.

This charter sets out how we will strive to overcome barriers to success for vulnerable pupils, with a focus on three key strategies:

- 1/ Changing mindsets and expectations
- 2/ Engineering success: mastery for all
- 3/ The power of “I see you”.

DSAT Charter: our commitment to overcoming barriers to success for vulnerable pupils



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Vulnerable learners: why we need to do better...

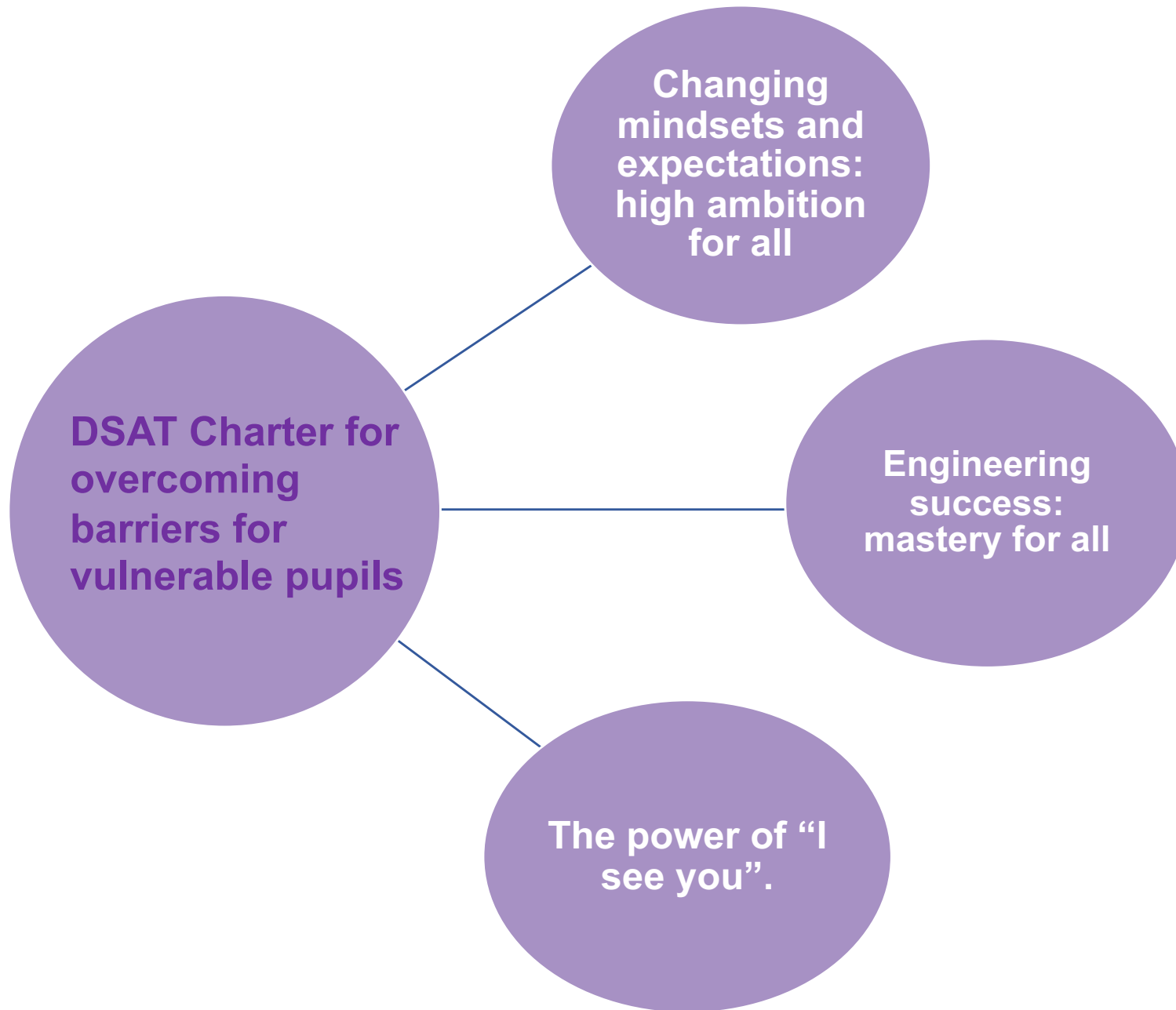
(National %)

- Just 20.3% of looked after children achieved ATTAINMENT 8 (2021)
- More than one in three children eligible for free school meals were persistently absent in autumn 2021 and spring 2022, compared with 18% of pupils who were not eligible.
- The 2021 DfE's own figures show that the KS4 disadvantage gap index has widened again, and is now at the highest level since 2012.
- In reading at KS2, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils.

(DSAT)

- Just 41.3% Pupil Premium eligible pupils achieved the expected standard in RWM at KS2 2022
- 67% FSM pupils passed the Y1 phonics screen compared to 83% all pupils in 2022
- 59% FSM pupils met the expected standard in reading at KS2 in 2022 compared to 72.13% all pupils and 74% national
- Just 18% pupils with SEND achieved the expected standard in RWM at KS2 2022

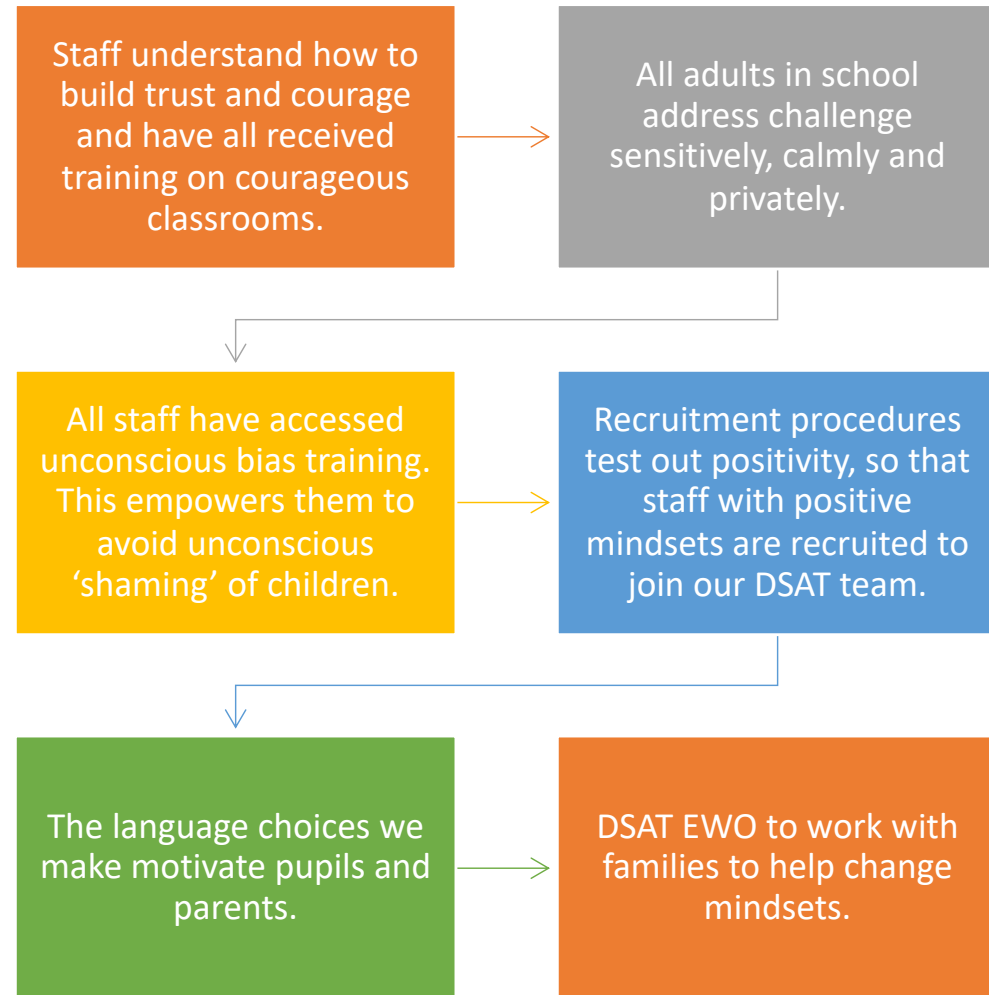
“The measure of a successful education system should be how its disadvantaged pupils perform.” Marc Rowland



Changing mindsets and expectations



When adults change, children change.



Changing mindsets and expectations



Aiming for high ambition for all

We aim to improve the accuracy and speed with which we identify SEND need. To this end, we will work closely with outside agencies but also work towards employing our own DSAT educational psychologists and inclusion support services over the next two years, so that identification of need will be timely, sharp and impactful.



We will deliver additional training for teachers and teaching assistants, so that they ask and answer the question, “What does ***this child*** need to know to access this lesson?” We will train all our staff to understand how to scaffold learning appropriately to support children to achieve mastery, and to also ensure that they feedback in a positive way.

Changing mindsets and expectations



Aiming for high ambition for all

We will adapt our strategies for managing performance:

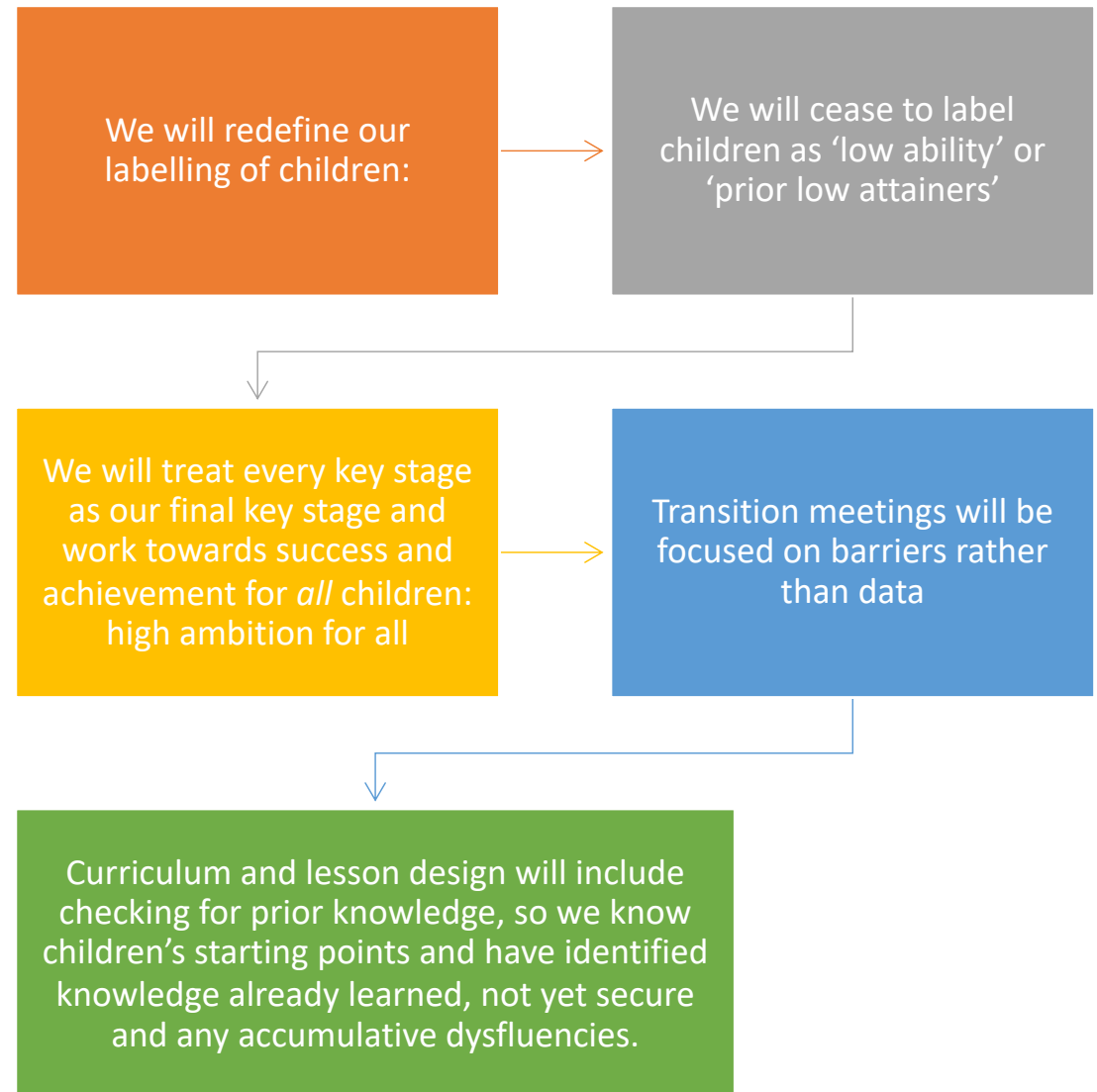
Staff appraisal will be more personalised and empowering rather than data driven.

We will ask when managing performance, "What does ambition look like for you, this child and your class?"

Changing mindsets and expectations



Aiming for high ambition for all



Engineering success: mastery for all

Our DSAT Teach Simply pedagogical approach will continue to be embedded. We will ensure that every member of staff have accessed training to deliver this well. We will continue to ensure our pedagogy is informed by the latest research.

We will continue to improve our phonics and reading curriculum delivery as we strive to narrow gaps to success in reading for our most vulnerable pupils, including our pupil premium pupils and pupils with SEND: a world class entitlement.



Engineering success: mastery for all

We will continue to develop and improve readiness to learn in every child.

We will specifically ensure the use of the following leads to improved access to learning for all, especially our most vulnerable pupils:

- Seating (visibility and access to adults quickly)
- Equipment
- Emotional and physical needs met
- Development of scholarship (especially through the use of note taking and journals/ jotters)
- Support and training for staff where needed to improve behaviour and culture in classrooms
- Effective use of strategies to develop talk about learning. This will include ensuring Think Pair Share strategies are embedded, including careful consideration of seating (the power of 4 as the preferred model where possible) and the positioning of our most vulnerable pupils (including pupil premium and SEND) alongside pupils with a greater grasp of oracy and vocabulary.

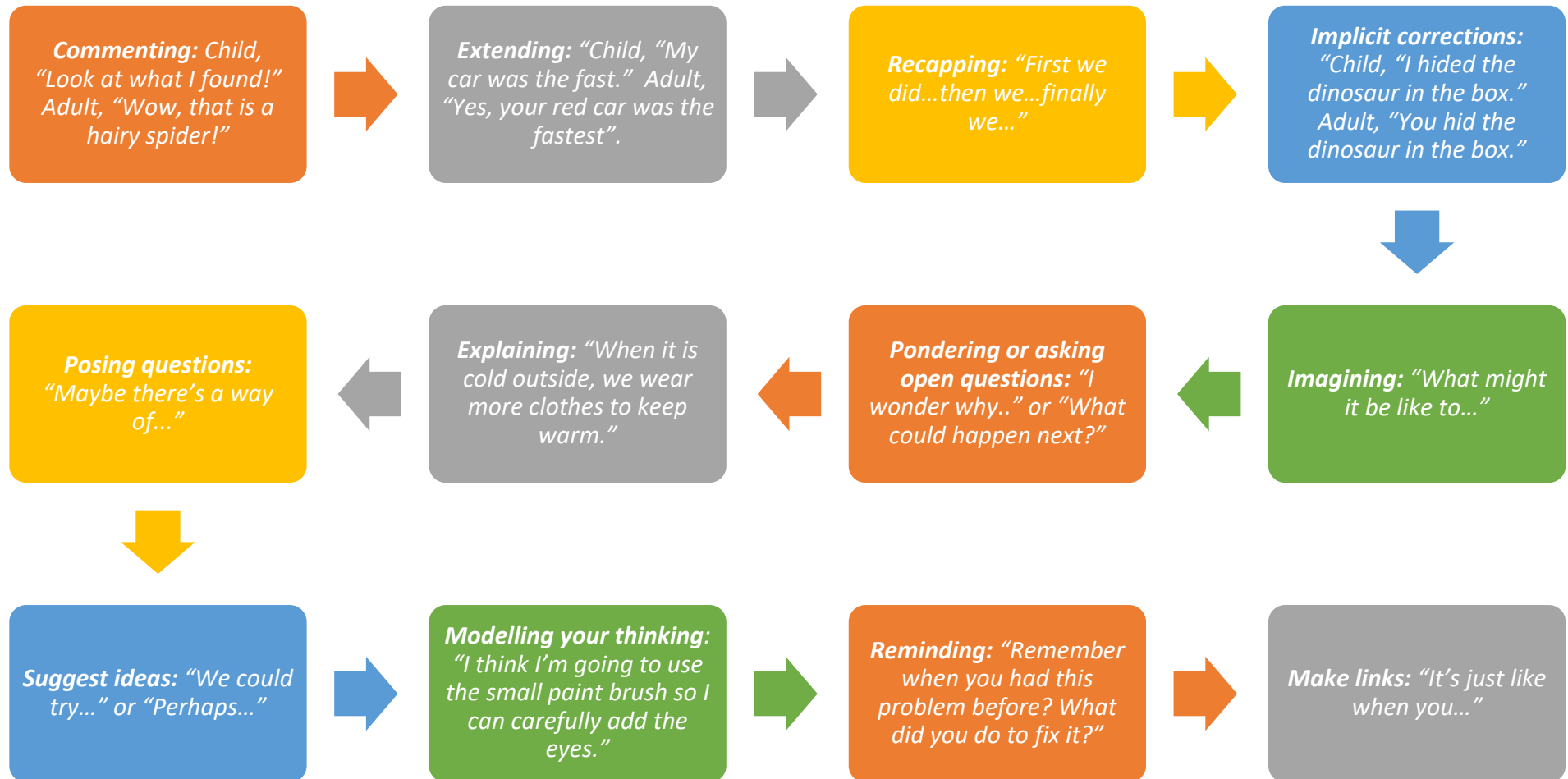
Engineering success: mastery for all

We will work towards improving provision in our early years' settings: getting it right in the Foundation Stage for every child including our most vulnerable pupils.

Improving practice:

- This will include ensuring our DSAT Teach Simply approach is embedded in early years and children have more opportunities to ***practise*** in continuous provision the learning from shared sessions.
- Improving the quality of talk and interactions between adults in the settings. We have trained all of our early years' teams to develop their strategies for improving interactions, and as leaders we will monitor this and ensure that strategies are embedded.
- We will embed our DSAT curriculum approach for developing the characteristics of effective learning in early years, and as leaders will monitor the impact and effectiveness of these strategies for our most vulnerable pupils.
- We will embed new curriculum intent linked to the development of self regulation in early years and will monitor and assess as leaders the impact of this on the development of self-regulation in our vulnerable pupils. Where needed, we will apply the same curriculum principles for teaching self-regulation to our pupils who need additional support with this as they move into KS1 and KS2.

Quality adult talk in early years



The Characteristics of Effective Learning:

The characteristics of effective learning are the skills needed to help children learn how to learn. We ensure they are woven through our curriculum and plan our environment to meet the needs of all children.

Curriculum intent and pedagogical choices inform how we promote the characteristics of effective learning in our early years' settings. We will strive to monitor how well pupil premium pupils thrive in continuous provision, ensuring that the opportunities we have set up support out vulnerable pupils to learn effectively.



Playing and exploring: being willing to have a go; finding out and exploring; using what they know in play.

SMALL STEPS THAT CHILDREN WILL BE LEARNING TO KNOW, REMEMBER AND DO

- Explore their environment and be curious to find out more.
- Reach for and accept objects. Make choices and explore different resources and materials.
- Plan and think ahead about how they will explore or play with objects.
- Show curiosity about objects, events and people.
- Guide their own thinking and actions by talking to themselves while playing.
- Make independent choices. Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Use my senses to explore the world.

CONTINUOUS PROVISION AND ENVIRONMENT TO PROMOTE AND DEVELOP THE SMALL STEPS

- Stimulating resources are freely available to children and they can access them when they wish.
- Resources are allowed to be used in different and creative ways by children.
- When appropriate guidance on how to engage with a resource or activity is available to pupils.
- Make sure resources are relevant to pupils' interests and needs.
- Indoor and outdoor space is flexible, and pupils can adapt it and take things from one area to another if needed/appropriate.
- Opportunities for role play are available and promoted with high quality resources and guidance.
- Some areas are calm and orderly to support pupils in concentrating when this is needed.
- First hand experiences are planned for and are frequent element of children's experiences and activities.
- Small world resources and activities are varied and made attractive to all pupils.
- Exploration tables/areas are created and these are used by adults to develop children's ability to explore and investigate.
- Game type activities and resources are a key feature/element of continuous provision.

ROLE, ACTIONS AND INTERACTIONS OF THE ADULT

- Play alongside children and show own interest in learning and identifying new things.
- Help children to do what they are trying to do without taking over. explain aloud thinking that identifies how to overcome problems.
- Join in with play that children are undertaking, fitting in with their ideas and actively encouraging those who need it.
- Model pretending that objects are something else and how to develop stories and activities.
- Encourage children to try something new.
- Help children identify risks and dangers.
- Offer reassurance and reward when children lack confidence to try new things.
- Pay attention to how individual children are engaging in activities (the challenges they face, their effort, thoughts, approach and enjoyment).
- Talk about and show examples of how we get better at things by practising them and learning from mistakes when things go wrong.

Active Learning:

being involved and concentrating; keep on trying;
enjoying achieving what they set out to do

Small steps that children will be learning to know, remember and do	Continuous provision and environment to promote and develop the small steps	Role, actions and interactions of the adult
• Maintaining focus on their activity for a period of time • Showing fascination in things • Not being easily distracted. • Paying attention to details • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties • Showing satisfaction in meeting their own goal • Being proud of what they have accomplished and how they accomplished it • Enjoy meeting challenges for their own sake not just for external reward or praise	• Provide new and unusual things for the children to explore especially those that are linked to their interests • Ensure a wide range of play and exploratory areas and activities are available to children • Resource these areas with well-chosen resources that will stimulate focused activity and learning • Notice what raises children's curiosity and provide stimuli and activities that match to this • Ensure children have time and freedom to become deeply involved in activities • To provide pictures and videos of the children persevering on tasks and previous activities to act as a motivator • Keep significant and key activities and resources out for longer periods of time • Ensure there is space for all children to contribute and take part in activities	• Support children to choose their own activities and to identify how they will do them • Stimulate children's interest through shared attention and to calm overstimulated children • Help children to become aware of their own goal to make a plan and to review • Describe what you see children trying to do and encourage them to talk about their own approaches and successes • Be specific with praise, note effort and concentration and praise persistence and problem-solving • Encouraging children to identify how others have been successful and to work together and share ideas • Give reasons for doing things and talk about your own learning and the learning that is happening, not just direct children to do things

Creating and Thinking Critically:

having their own ideas; using what they know to learn new things; choosing ways to do things and finding new ways

Small steps to know, remember and DO	Continuous provision and environment to promote and develop the small steps	Role, actions and interactions of Adult
- Thinking of their own ideas - Finding ways to solve - Finding new ways to do things. - Making links and noticing patterns and things that are similar. - Making predictions. - Testing their own ideas to find out. - Starting to identify cause and effect. - Planning: making decisions about how to approach a task, solve a problem and reach a goal. - Checking how well things are doing part way through. - Changing their planned approach as necessary. - Reviewing how well something worked.	- When planning activity areas and individual activities ensure there is opportunity for children to find their own ways to represent and develop their ideas. Avoid children just reproducing and copying someone else's ideas completely. - Provide opportunities for children to play with materials and explore them before using them in focus to plan or undertake tasks. - Provide varied opportunities for play as these enable children to think creativity and flexibly to solve problems and to link ideas. - Establish enabling conditions for rich high-quality play such as: space, time, flexible resources, child choice, child control, warm and supportive relationships. - Develop recognisable and predictable routines to help children to predict and make connections in their own experiences. - Have established routines that can be flexible but are still always orderly and consistent. - Provide linked experiences for the year that follow the ideas children are thinking about and have shared in previous activities and days. - Display visual mind maps that represent thinking and connections. - Display pictures and examples of previous learning to help children make relationships and remember prior success and strategies	- Use the language of thinking and learning words such as: "think, know, remember, forget, idea, make sense, plan, learn, find out, confused, figure out, and, trying to do". - Model being a thinker show that they don't always know an answer or what will happen. - Explain their curiosity and how sometimes they can be puzzled and need to find out to understand. - Encourage open-ended thinking by asking questions such as what else is possible. - Respect children's efforts and ideas and reward them so they feel confident to take a risk with a new idea. - Talk aloud to help children to think and control what they do. Model self-talk describing their own actions in play and exploration. - Give children time to talk and think and don't always provide them with an answer immediately if they don't contribute. - Value the questions and predictions children make. - Remind children of previous approaches that have been either successful or unsuccessful and encourage them to make connections between what they are doing now and previous experiences. - Model the creative process showing own thinking about some of the many possible things that could be done as a next step. - Encourage children to describe problems they are encountering and to help others find solutions. - Give feedback and help children to review their own actions and learning: talk with them about what they are doing, how they plan to do it, what worked well, and what were they would change next time. - Model the plan do review process themselves by talking aloud.

Engineering success: mastery for all

Essential for some and good for all



We will be set out for staff in our schools how best to support vulnerable pupils through the strategy of adopting what is essential for some (pupils with specific SEND need) but still good for all pupils. This will include:

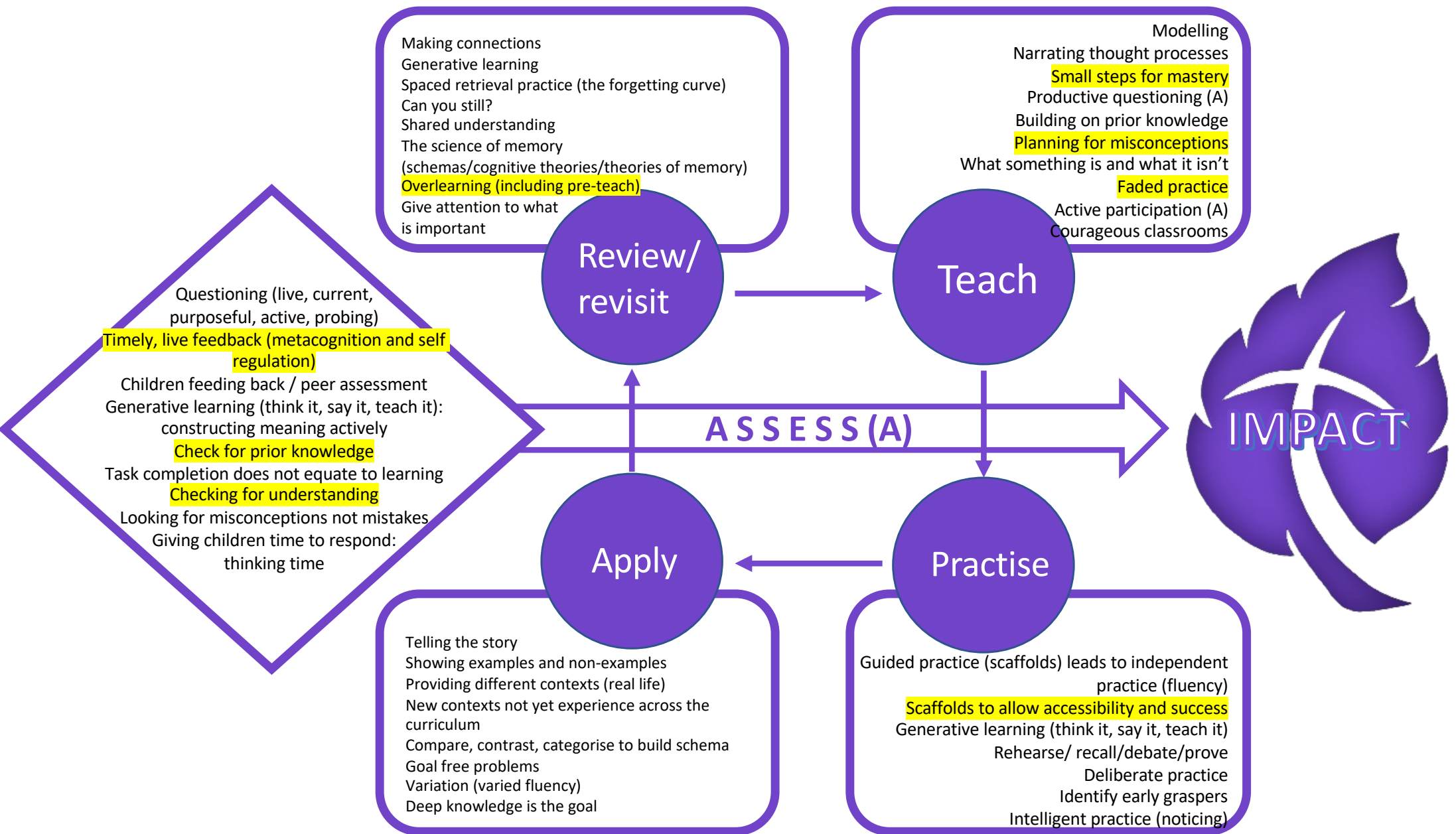
- Consistency of approach as children move through school (learning stop signals, literacy prompts).
- Praise for achievement and effort, in recognition that some pupils may have had to work twice as hard as their peers to achieve learning intentions.
- Limiting (and if possible, eliminating) the use of copying from the class board.
- Resources printed for pupil use will be at least text size 12-14.
- Resources printed for pupil use will use fonts with font bottom weighted (arial, fonts with 'sans'). These are less crowded fonts and easier to read.
- Underlining and italics are avoided (makes text appear overcrowded).
- Powerpoints and presentations: Use of single colour backgrounds (Powerpoint), preferably with dark coloured print on light (but not white) background. No red text.
- Worksheets and copied reading materials are not shared (one each), with the exception of phonic books which are taught to be read with one partner pointing as the other reads.
- Cued into learning as appropriate: 'use my name before giving instructions'.

Engineering success: mastery for all

We will update our Teach Simply model to include:

- Small steps for mastery
- Checking for understanding
- Planning for misconceptions
- Timely and precise feedback which focuses on metacognition and self regulation
- Scaffolding for success
- Faded practice

We will train our staff (teachers and teaching assistants) to know how to deliver on these well.



Engineering success: mastery for all

Scaffolding for success



Paragraph 214

Ofsted framework

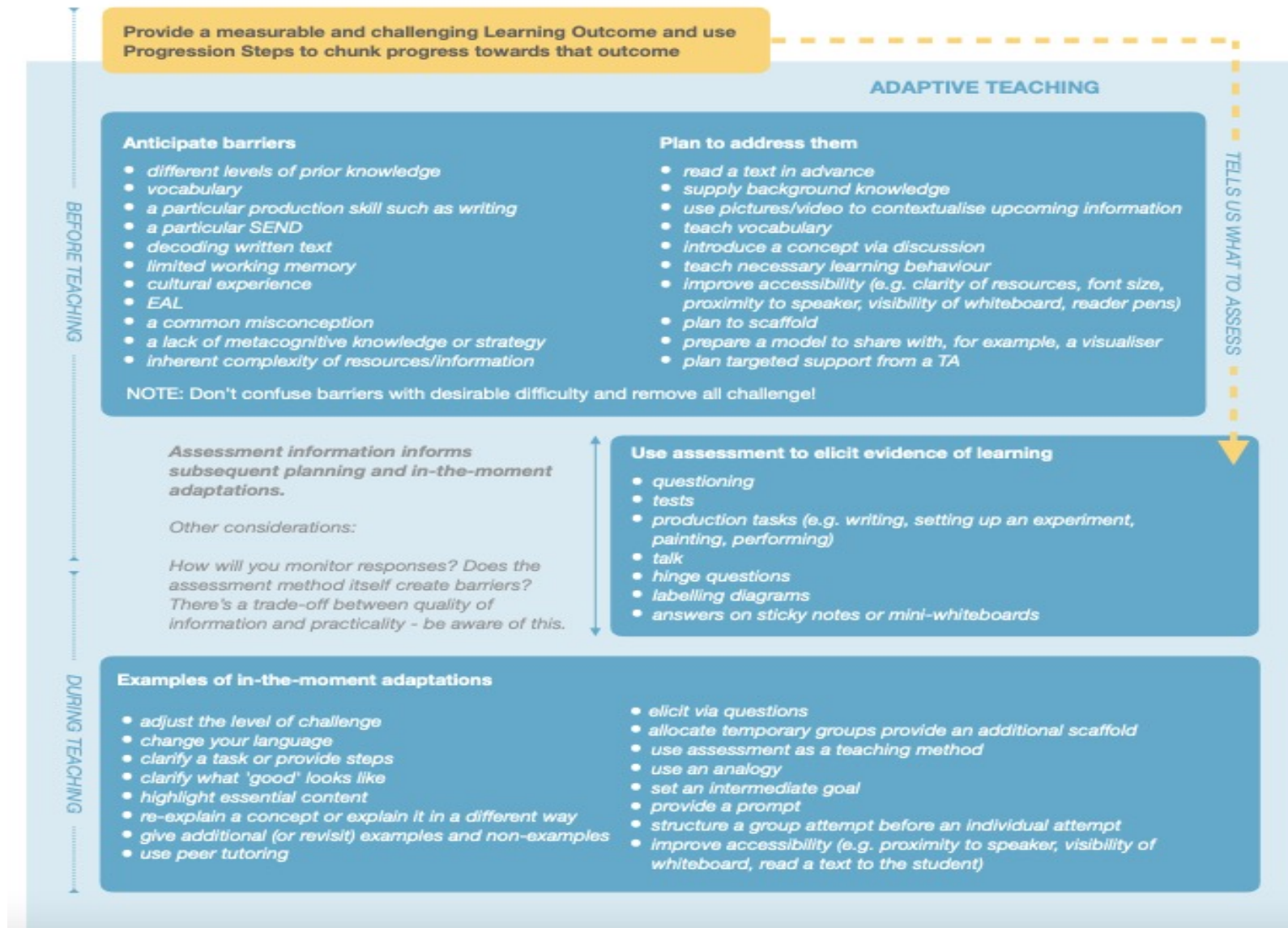
‘All pupils, particularly those who are disadvantaged or with SEND:

- Acquire the knowledge and cultural capital they need to succeed in life
- Make progress, in that they know more, remember more, and are able to do more. They are learning what is intended in the curriculum
- Produce work of a high quality

As a trust, we will work towards achieving this goal for all pupils, including our disadvantaged pupils.

Engineering success: mastery for all

Scaffolding for success



Engineering success:
mastery for all
Scaffolding for success

Adaptive teaching v. differentiation



Differentiation focuses on individual pupils, adaptive teaching focuses on the class.

Adaptive teaching is teaching the same lesson but scaffolding for those who need extra support. It promotes high ambition for all.

Crucially, scaffolds are temporary and should be reduced over time.

Traditional differentiation 'caps' aspirations. Research says that adaptive teaching is one of the approaches most positively correlated with student performance (second only to students from a wealthy background).

Engineering success: mastery for all

Scaffolding for success



Adaptive teaching (ECF, DfE, 2019, section 5)

- Pupils are likely to learn at different rates and to require different levels and types of support to succeed
- Seeking to understand pupils' differences is an essential part of teaching
- Adapting teaching in a responsive way (including targeted support for pupils who are struggling) is likely to increase pupil success
- Adaptive teaching is less likely to be valuable if the teacher has to artificially create distinct tasks for different groups of pupils or to set lower expectations for low attaining pupils, including those with SEND
- Care needs to be taken if flexibly grouping pupils (low motivation and engagement)
- Common misconception: pupils do not have distinct and identifiable learning styles
- Pupils with SEND are likely to require some additional or adapted support

We will train our teachers to:

- Develop an understanding of different pupil needs, including identifying pupils who need content further broken down, using formative assessment and working closely with the SENCO and others
- Provide opportunities for all pupils to achieve success, including maintaining high expectations for all and using teaching assistants effectively
- Plan to connect new content with existing knowledge, including pre/ post teaching, additional practice, reframing questions
- Use pre-teach to help vulnerable pupils prepare for lesson content, including reading a new text in preparation for lessons and also teaching new vocabulary to be taught. This will reduce working memory overload, give children a chance of success in lessons and reduce the number of 'catch up' interventions then required.

We will adopt the following principle in our schools:

If whole class teaching can be used it should be used, with adaptive teaching strategies applied. This is ambition for SEND.

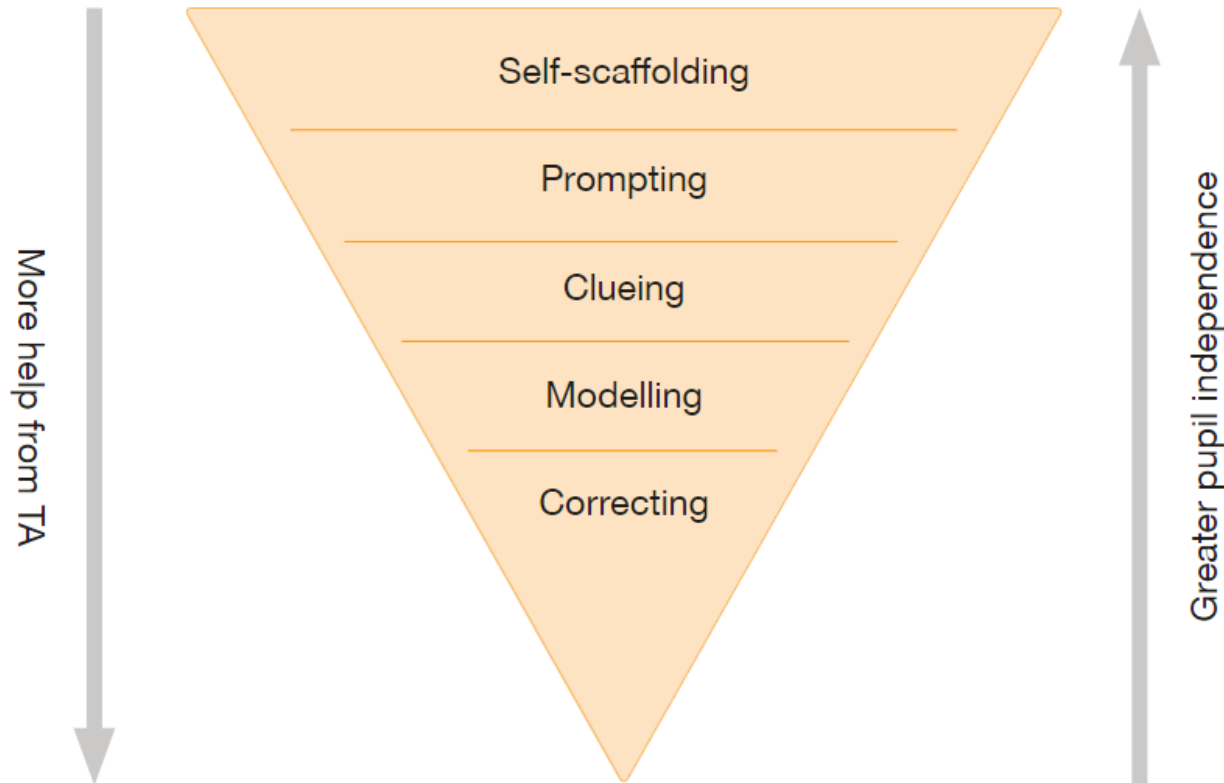
If the knowledge gap is too wide, then differentiation can be considered, but this is the exception.

Engineering success: mastery for all

Scaffolding for success

Adaptive teaching

We will train all staff, including teaching assistants, to scaffold learning including using the Scaffolding Pyramid:



Engineering success: mastery for all

Scaffolding for success

Adaptive teaching: phonics

- We understand that the teaching of phonics **should** be differentiated.
- Schemes which do not differentiate should therefore be adapted. Schemes used which use a whole class approach will lead to pupils with SEND struggling to access lesson content as they don't have the necessary knowledge needed to take part. We understand that a short additional targeted intervention will not help these vulnerable pupils keep up with their peers.
- This does not mean that schools do not have fidelity to a phonics scheme. The curriculum sequencing is followed with fidelity, but the pedagogy can be adapted, and fidelity remains.
- We understand in DSAT that different approaches may be needed depending on starting points.

For some pupils with significant SEND need, we understand that we may need to scaffold phonics lessons and think differently about pedagogy, which may include:

- Small groups
- Smaller steps
- Shorter sessions with content chunked over the day (for example, the word section, break, the encoding section).



Engineering success: mastery for all

Scaffolding for success

Faded Practice as scaffolding

Faded practice, also known as scaffolding or graduated guidance, is an instructional technique used by educators to support students as they learn new skills or concepts. The idea behind faded practice is to provide initial support and gradually reduce that support over time, allowing students to develop independence and mastery.

In faded practice, the teacher initially provides more explicit guidance and support to help students understand and complete a task successfully. This can include breaking down complex tasks into smaller, more manageable steps, providing examples and models, offering prompts or cues, and giving direct instruction or demonstrations.

As students gain familiarity and confidence with the task or concept, the teacher gradually decreases the level of support, allowing students to take on more responsibility and engage in independent practice. This transition from guided support to independent practice is a key aspect of faded practice.

The process of fading support can involve various strategies, such as:

1. **Modelling:** The teacher demonstrates the task or concept, showing students how to perform it correctly.
2. **Guided practice:** Students work alongside the teacher or in small groups, receiving support and feedback as they practice the skill.
3. **Scaffolding:** The teacher provides temporary supports, such as graphic organizers, prompts, or cues, to help students complete the task or solve problems.
4. **Gradual release of responsibility:** The teacher gradually shifts the responsibility from themselves to the students, allowing them to practice independently.

By gradually reducing support, students have the opportunity to develop their skills and knowledge, apply what they have learned, and build confidence in their abilities. This approach encourages active engagement and critical thinking, while still providing the necessary support to ensure success.

Faded practice is often used in conjunction with other instructional strategies, such as explicit instruction, cooperative learning, and formative assessment. It helps students develop a sense of ownership and autonomy in their learning while gradually building their competence and independence.

Overall, faded practice is an effective method for guiding students from initial support to independent mastery, promoting a gradual shift of responsibility and fostering skill development and self-regulation.

Engineering success: mastery for all

Scaffolding for success

We will apply the principles of the 'Five-a-day plate' (EEF) and train staff to do this well.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND

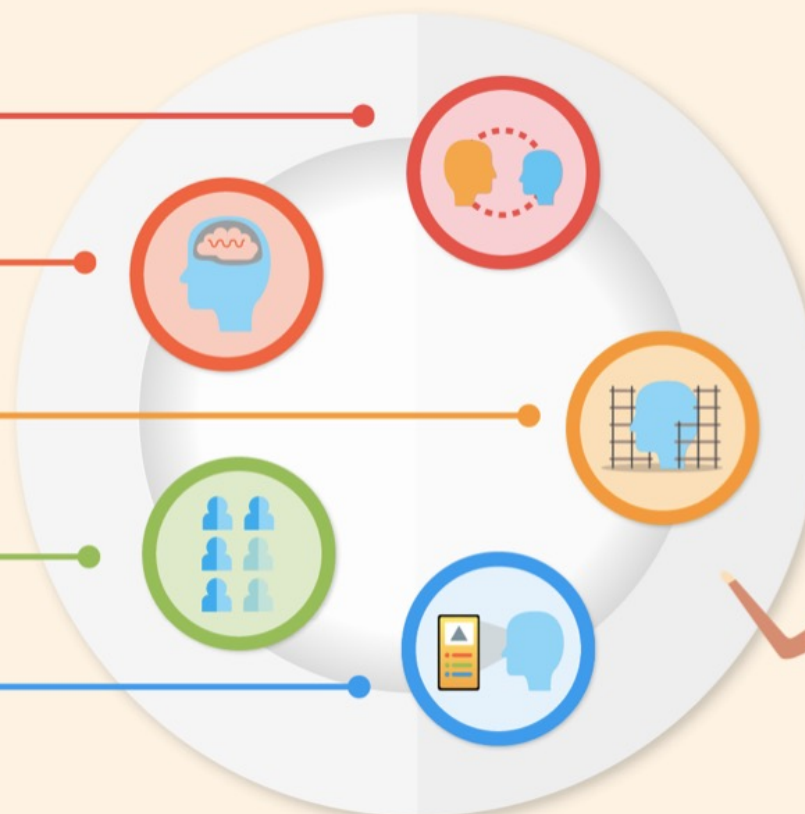
1 Explicit instruction

2 Cognitive and metacognitive strategies

3 Scaffolding

4 Flexible grouping

5 Using technology



Engineering success: mastery for all

Scaffolding for success

‘Five-a-day plate’
(EEF)



Engineering success: mastery for all

Timely and Precise Feedback which focuses on metacognition and feedback

We will train our staff to improve the quality of feedback given to pupils in lessons.

We will monitor carefully how effectively these strategies are applied to our most vulnerable pupils.

We will ensure that staff give feedback which is directed towards **the task, subject, and/or self-regulation**. We understand that feedback is less likely to be effective if it provides a general comment about the pupil's characteristics. We know that the method of delivery (written or verbal) is less important than the content, and therefore to reduce teacher workload and ensure feedback is acted on in a timely way, we will focus on improving the quality of verbal feedback.

EEF

Feedback more likely to move learning forward			Less likely
Task  <i>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</i>	Subject  <i>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</i>	Self-regulation strategies  <i>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</i>	Personal  <i>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</i>

Engineering success: mastery for all

Timely and Precise Feedback which focuses on metacognition and feedback

	Feedback more likely to move learning forward			Less likely
	Task  Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	Subject  Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	Self-regulation strategies  Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	Personal  About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Icení tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

Engineering success: mastery for all

Metacognition and self- regulated learning



We will focus on teaching our staff to acquire the professional understanding and skills needed to develop pupils' metacognitive knowledge.

EEF: Special educational Needs in Mainstream

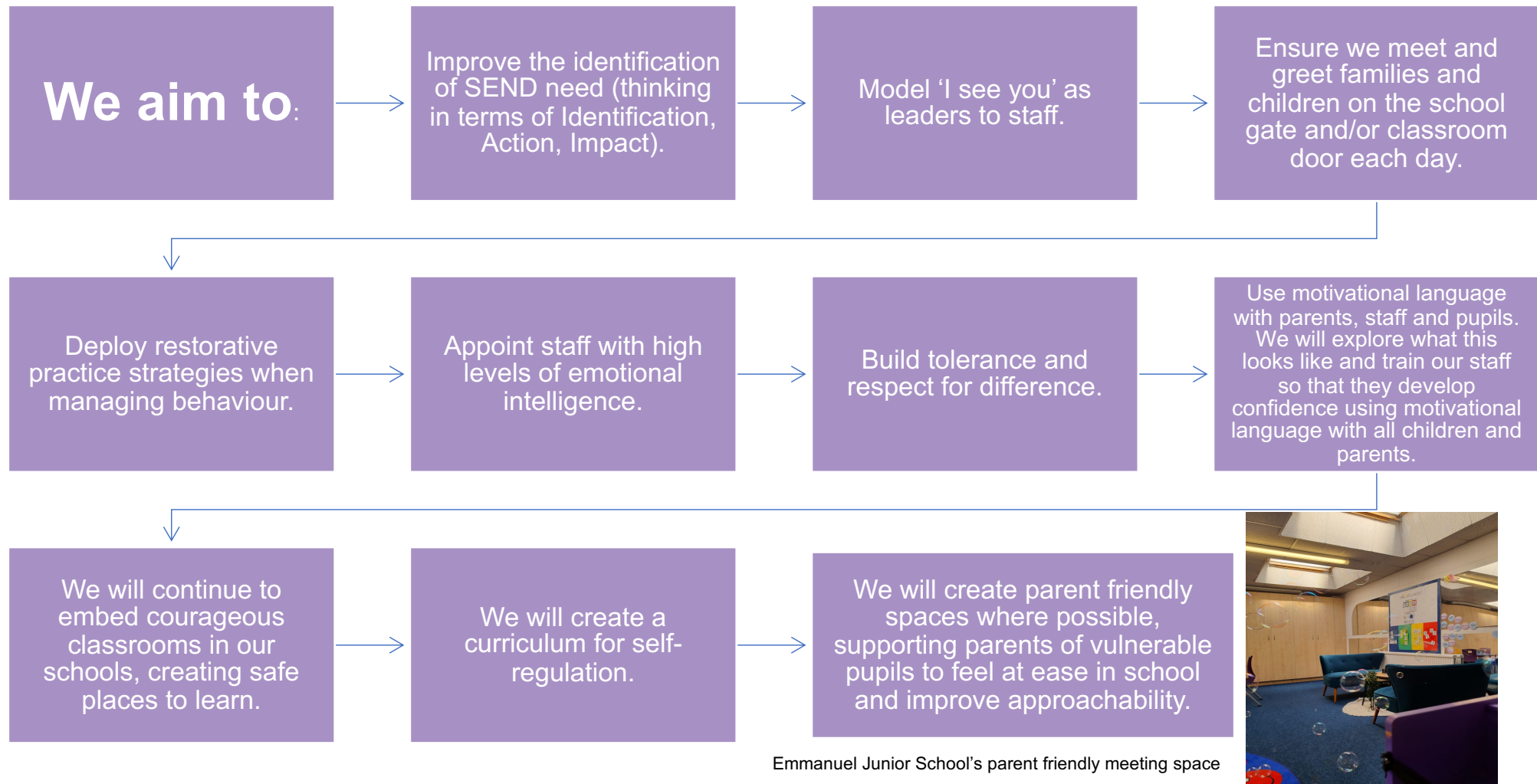
“Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor and control our cognition, such as checking whether an approach to solving a mathematics problem, worked or considering which cognitive strategy is the best fit for a task.”

The EEF guidance report, ‘Metacognition and Self-Regulated Learning’, has seven recommendations:

- 1/ Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge.
- 2/ Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.
- 3/ Model your own thinking to help pupils develop their metacognitive and cognitive skills.
- 4/ Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.
- 5/ Promote metacognitive talk in the classroom.
- 6/ Explicitly teach pupils how to organise and effectively manage their learning independently.
- 7/ Schools should support teachers to develop knowledge of those approaches and expect them to be applied appropriately.

The Power of 'I see you'.

We will seek to improve the systems in place in our schools to develop staff expertise with understanding the needs of each child.



The Power of 'I see you'.

We will seek to improve the systems in place in our schools to develop staff knowledge and skills to understand the needs of each child. This will include ensuring all staff understand each vulnerable child well, asking key questions to help them adapt provision and meet need.

Key questions we will ask about a child:

What are the barriers to learning that this child is experiencing and in which subjects?	What are their strengths, interests and aspirations?
What support do they need to access the curriculum?	How can the school's provision be improved to support this child to learn?

The Power of 'I see you'.



We will implement our curriculum planning and pedagogy in early years to develop self-regulation.

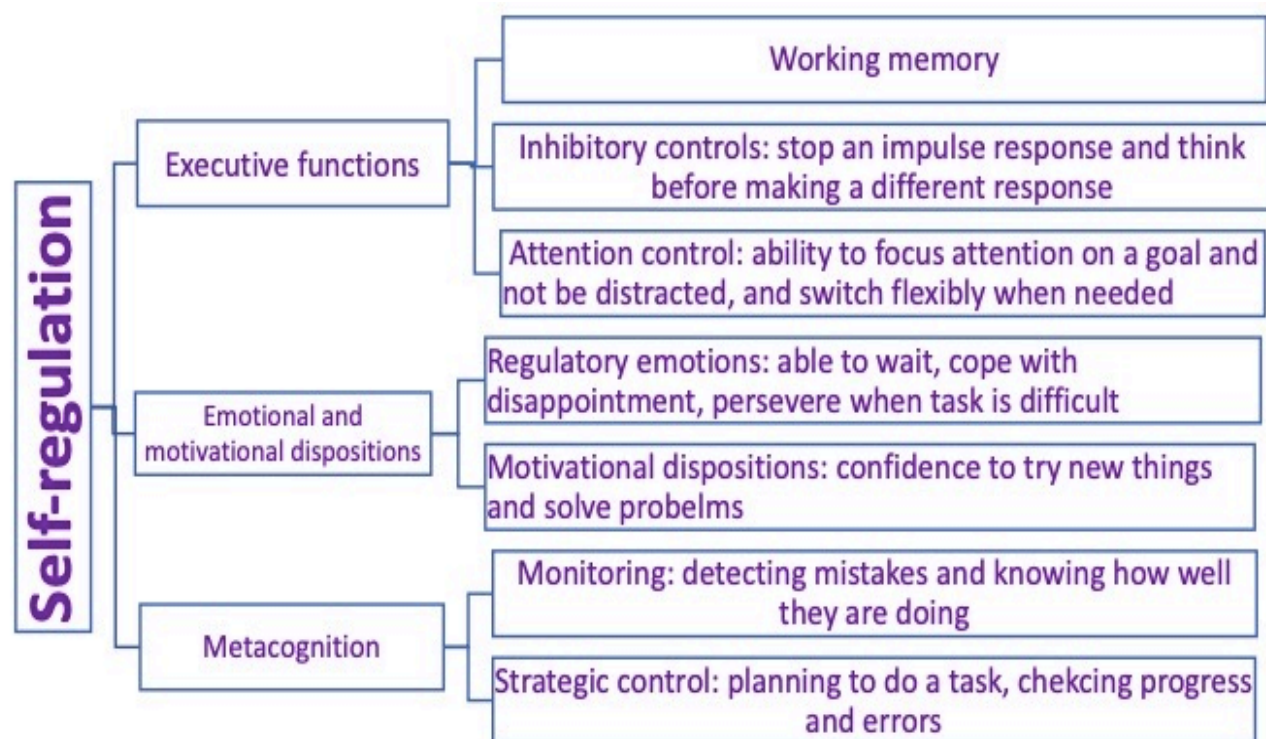
Self-regulation: To be aware of and to deliberately control our own mental processes, including cognitive strategies, emotions, social skills and motivations.

It is crucially important that we break down our curriculum in early years for teaching self-regulation. Self-regulation develops rapidly in the first seven years of a child's life and has been shown to predict a range of academic skills throughout childhood and adulthood more powerfully than any other aspect of early child development. Developing self-regulation supports a child to cope with school and success in literacy and mathematics and to make friends and maintain relationships.

We will strive to implement strategies to develop self-regulation in our Foundation Stage settings, and, where needed, continuing into KS1 and KS2. We know that this is crucial to overcoming barriers to success for our most vulnerable children. We will identify vulnerable pupils including pupil premium pupils and pupils with SEND in early years, and will reflect on these individual pupils' self-regulation capabilities to plan personalised strategies to develop aspects of self-regulation that are under developed.

The Power of 'I see you'.

A curriculum and pedagogy to develop self-regulation: component aspects.



- We will train staff to understand how to evaluate gaps in self-regulation in children and give them curriculum and pedagogical strategies for developing self-regulation.
- We will include the development of self-regulation in our bespoke action plans for vulnerable pupils where executive functions, emotional and motivational dispositions and metacognition are not fully developed.

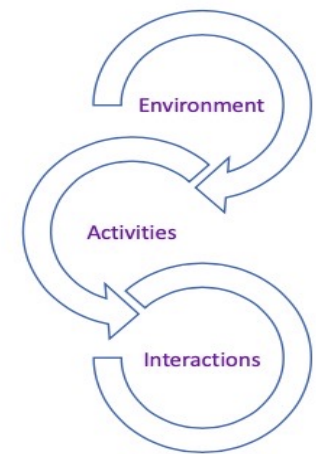
The Power of 'I see you'.

Early years Foundation Stage: A curriculum and pedagogy to develop self-regulation.

Three important factors in our early years' settings influence the development of self-regulation: environment, activities provided and the quality of interactions with adults and children.

Features of these which contribute most to the development of self-regulation:

- Emotional warmth and security.
- Supporting children to talk about learning.
- Creating a community of learners.
- Providing challenge.
- Giving children a sense of autonomy and feelings of control



We will ensure that we support and challenge staff to build these features in all our Foundation Stage settings and as leaders will monitor how effectively we implement this for our most vulnerable learners.

EMOTIONAL INTELLIGENCE

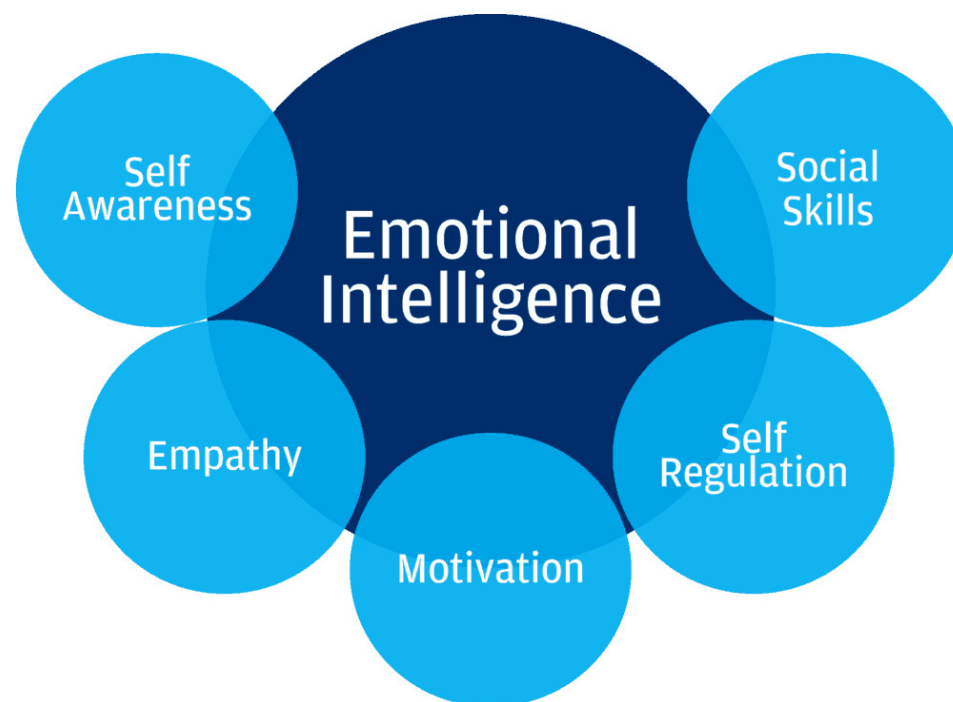
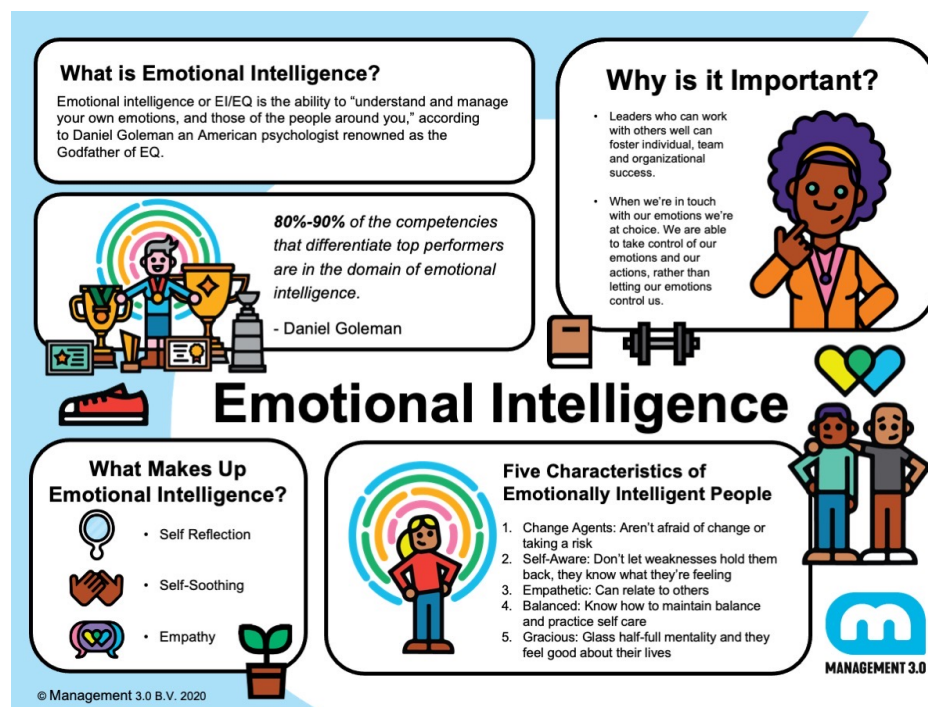
The Power of 'I see you'.

We will strive to appoint staff with emotional intelligence.

We understand that two members of staff see the same challenging situation in two different ways:

1. This child is causing distress
2. This child is in distress

We will seek to model as leaders the importance of seeing the child, understanding their trauma and distress and responding in a caring, empathetic way to their need.



Appendix

DSAT Inclusion statement

- Inclusion in DSAT starts with understanding **diversity**, the core principle which results in the intentionality of inclusion in all our settings. We believe that difference is to be celebrated and is intrinsic to being human. By being different we are all the same: unique. Each person is unique and of inherent worth, and so we educate in DSAT for dignity and respect.
- Because we understand that diversity isn't always celebrated and because inclusion isn't always enabled, we constantly strive for **equality** for all. Striving for equality needs to be the perpetual body language of our organisation and equality therefore needs to underpin every decision we make.
- Because we celebrate uniqueness, we seek to include everyone and make sure no one is left behind or excluded. We believe that we must make inclusive choices in all aspects of our provision so that no child is lost in the averages: we intentionally choose to be inclusive. **Inclusion** involves us all creating space across our schools where diverse communities and our diverse uniqueness as individuals all have something to offer and are valued. In DSAT, we strive to remove barriers to inclusion by coaching, teaching and building communities which learn to make proactive decisions and inclusive choices, making sure we always try to do the right thing.



DSAT: DRIVING EXCELLENCE IN SEND PROVISION

New or inexperienced SENCOs across the trust are provided with support from a specialist, experienced SENCO from within the trust when needed.

All teachers and teaching assistants receive the training and expert advice they need to expertly support pupils with SEND. This includes training and external support to:

- plan effectively to meet the needs of specific learning needs, such as dyslexia.
- adapt provision to meet the needs of all pupils, including those with disabilities, including, but not limited to, those with visual or hearing impairment.
- plan provision so pupils with communication needs can thrive, such as pupils with autism.
- develop excellence in teaching, so that staff understand how to plan sequences of lessons which help our SEND pupils know and remember more, including the importance of theories relating to working memory.
- Each school has access to support from a Lead Practitioner, a number of who have been identified as having expertise within SEND.

DSAT: DRIVING EXCELLENCE IN PROVISION FOR PUPIL PREMIUM PUPILS

We have high expectations for pupil premium pupils in DSAT.

The trust works with each school to ensure that pupil premium action plans are high quality.

All schools have access to the Head of Teaching and Learning, who as a previous NLE was designated as a Pupil Premium Reviewer. Any monitoring and visits to school always include a focus on pupil premium provision.

Pupil premium pupils have bespoke plans where possible and relevant which take account of their individual barriers to learning. This includes, most importantly, any barriers to reading.

DSAT creates a safe culture and promotes courageous, shame-free classrooms, where vulnerable pupils feel confident to ask questions and say they need help. This supports our most vulnerable pupils to achieve.

Each school has access to support from a Lead Practitioner, a number who have been identified as having expertise in the support for disadvantaged pupils.

DSAT: DRIVING EXCELLENCE IN PROVISION FOR SEMH

Pupils with SEMH need are valued and welcomed in DSAT.

We train our staff to recognise triggers and plan provision to support pupils with social, emotional and mental health need, including using de-escalation strategies within the classroom.

We promote an inclusive approach and exclusion is a last resort in our schools.

Leadership support is provided to schools in the form of DSAT wide 'solution circles', which enable staff to explore new strategies for supporting pupils who are in crisis.

Each school has access to support from a Lead Practitioner, a number of who have been identified as having expertise in supporting children with challenges linked to SEMH.

